

Your LAMDA Journey Starts Here

You have booked your place and we are excited to welcome you to our course!
Please read on to get a feel of how your course will look and feel, what you need to be aiming for and some timescales.

You will also find ALL set speeches from LAMDA. If you are returning to us from a previous grade in Solo Drama, you will have been told what level you will be studying, so take a look at the set speeches for your grade. When you attend your first session you should have a solid idea of what set speech you would like to perform.

You should also have looked at choices of your FREE speech. This is for you to find. We will obviously guide as well but you should be looking at a contrast to the set speech. Don't have two funny speeches for instance. Make one of the tragic or thoughtful.

You need to show a diverse range of emotions in the LAMDA exam.

Please take a look at all the information below. All questions you have should be answered within the following pages.

Any question, as ever just call Mitch on 07788 497 779

Let the journey begin ...

LAMDA

General Course Overview

Session No.	Description	Preparation	Aim
Session one	The Offer	To have read through in advance all of the Set speech options available at their Grade. The student should also come to their first session with a couple of free speech options for the teacher's consideration.	Set speech chosen by end of session.
Session two	Final choices	To take on board and action any notes given by teacher from previous session.	Free speech chosen by end of session.
Session three	Staging	To read the play or novel from whence your speech/s derive and to provide clear legible copies of the FREE speech choice only to the teacher/director to work from.	To have staged the set speech.
Session four	Staging	To have learnt the set speech that was staged the previous week.	To have staged the FREE speech.
Session five	Interpretation & Technique	To have learnt the FREE speech that was stage the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session six	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week. (see below as to what NOTES are likely to be about)	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session seven	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session eight	Interpretation & Technique	To take on board and action any notes given by the teacher from the previous week.	Development of the character's thoughts and emotions; the student's vocal and physical expression and the <u>meaning</u> of the speech/s.
Session nine	Presentation & Knowledge	The student must have finished reading the play or novel, done some research where relevant and fully taken on board the teacher's notes and guidance by this stage.	To polish the skills needed in presenting both speeches and talking confidently about them by answering questions.
Session ten	MOCK EXAM	To take on board and action any notes given by the teacher from the previous week.	To run a mock exam where the student presents, performs and answers questions about their speeches in exam conditions + Feedback/Notes given after.

Note – As of 2024 there is one extra session up to grade 6 and 2 extra sessions for grades 7 and 8

GRADES – What is required

ENTRY to GRADE 6

11 x 30-minute private Sessions plus Super Sunday

GRADE 7 & 8

As above but two extra sessions to accommodate third speech preparation

- All set speeches will be sourced by SYT and chosen together.
- All free speeches MUST be found by the student, although suggestions may be given by SYT.
- Legible copies of free speeches with the full title of the play or novel, author's name (including if it has been adapted for the stage e.g. *A Christmas Carol by Charles Dickens adapted by Ross Muir*), the publisher and the date it was published, MUST be clearly and accurately typed-up and emailed or given hard copy to the teacher (Please see EXAMPLES on supplementary Knowledge sheet).
- Once a speech has been staged it should be learnt by the following session. The most fun and rewarding part of the course is during Interpretation and Technique where creativity and exploration is a thrilling process which will be hampered if the student is not off book.
- Research is on the onus of the student. The teacher will provide guidance on what to look at away from the session but the student must read the play or novel and research and spend some time exploring its background/context. For example, this might be by watching a documentary on what life was like for poor children in Victorian England if doing a speech from *Oliver Twist*.
- Grades 6, 7 and 8 – require a greater depth and understanding of the speeches and related acting theory from the students. Therefore, it is not only important for students to regularly work on their speeches at home (applicable to all grades) but to allow time to conduct research and for associated reading which cannot be done in session. Guidance will of course always be given by the teacher.
- EQUIPMENT: All students should have a pencil, sharpener, rubber, pen and notebook.

At the end of each session NOTES will be taken by the student with suggestions to work on for next time.

These will include:

General Notes

Voice

Diction

Knowledge

Staging

How Well Do They Know The Speech?

Urgent Notes

SPEECH CHOICES

IMPORTANT INFORMATION WHEN SEARCHING!

READ BELOW

ENTRY LEVEL – Ask SYT if you have been chosen for this level

GRADES 1 TO 5

The own choice scene(s) must be selected from a published play or screenplay or a published collection of solo or duologue scenes, or be adapted from the dialogue of a published novel. They must not be set in the LAMDA Acting Anthology – Volume 4 or 5. The performance time of the scene(s) must be a minimum of two minutes and no more than three minutes. The Learner(s) must announce the title, author and character prior to the performance. A legible copy of the scene should be provided for the Examiner.

SET SPEECHES HERE!

**SEE SEPARATE PDF FOR ALL THE SET SPEECHES for grades 1 – 5
FROM LAMDA. You can find these by clicking the relevant link.
FIND YOUR GRADE AND CHOOSE A COUPLE OF SPEECHES YOU LIKE SO WE
CAN GO THROUGH AND CHOOSE ONE IN THE FIRST COUPLE OF SESSIONS**

GRADE 1 - <https://bit.ly/3iqf9XX>

GRADE 2 - <https://bit.ly/3kssiSd>

GRADE 3 - <https://bit.ly/2F4tkn7>

GRADE 4 - <https://bit.ly/2PEawgF>

GRADE 5 - <https://bit.ly/3fL4bui>

Grade 6 – Bronze Medal Acting

Total Time Allowance

Medal Level	Solo Duration	Duologue Duration
Grade 6 – Bronze	25 minutes	40 minutes
Grade 7 – Silver	30 minutes	45 minutes
Grade 8 – Gold	35 minutes	50 minutes

Examination Content: Grade 6 – Bronze Medal Acting

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC – 4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)
- 1800 to 31st December 1979

If the Ancient Greek and Roman / Elizabethan and Jacobean / Restoration and Post-Restoration period is selected and the Learner(s) has chosen a non-English-language text, translations of the original play into English must be used — adaptations are not allowed.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Definitions of key terms such as ‘published’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author, character, and to present a brief introduction prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The performance time of the scene must be a minimum of 2 minutes and no more than 5 minutes.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or feature film originally published on or after 1st January 1980.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

Definitions of key terms such as ‘published’ can be found in the Glossary at the end of this syllabus. It is essential that any selections made conform to the definitions as listed.

The Examiner will ask the Learner(s) to announce the title, author, character, and to present a brief introduction prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene should be provided for the Examiner.

The performance time of the scene must be a minimum of 3 minutes and no more than 5 minutes.

Knowledge

The Learner(s) will answer questions on the following:

- The character's objective in each scene performed
- The character's role and how they contribute to the plot of each piece as a whole

How breathing techniques were used to support the voice in each scene

Grade 7 – Silver Medal Acting

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC – 4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used — adaptations are not permitted.

The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction (no more than 30 seconds) before the performance.

A clean, legible, unannotated copy of the scene must be provided for the Examiner.

Performance time: minimum 2 minutes, maximum 5 minutes.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice selected from a play or feature film originally published during the period 1800 to 31st December 1979.

- Scenes from television shows and serials are not permitted.
- Scenes adapted from novels are not permitted.
- The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and provide a brief introduction (no more than 30 seconds) outlining the context of the extract.

A clean, legible, unannotated copy of the scene must be provided.

Performance time: minimum 3 minutes, maximum 5 minutes.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice selected from a play or feature film originally published on or after 1st January 1980.

- Scenes from television shows and serials are not permitted.
- Scenes adapted from novels are not permitted.
- The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and provide a brief introduction (no more than 30 seconds) outlining the context of the extract.

A clean, legible, unannotated copy of the scene must be provided.

Performance time: minimum 3 minutes, maximum 5 minutes.

Knowledge

The Examiner will select one of the scenes at the time of examination and the Learner will answer questions on the following:

- The character's objective in the scene (this should be the character played in the chosen scene)
- The character's role within the context of the piece as a whole (this should be the character played in the chosen scene)
- How the research into the dramatic style of the period of the piece affected the way the piece is performed
- How the work and influences of the author are reflected in the play as a whole

Grade 8 – Gold Medal Acting

Scene 1 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play originally published during one of the following periods:

- Ancient Greek and Roman (500 BC – 4 BC)
- Elizabethan and Jacobean (1558–1625)
- Restoration and Post-Restoration (1626–1799)

If a non-English-language text is selected, translations of the original play into English must be used — adaptations are not allowed.

Scenes from television shows and serials are not permitted. Scenes adapted from novels are not permitted.

The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction outlining the context of the extract prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene must be provided for the Examiner.

Performance time: minimum 2 minutes, maximum 5 minutes.

Scene 2 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or feature film originally published during the period 1800 to 31st December 1979.

- Scenes from television shows and serials are not permitted.
- Scenes adapted from novels are not permitted.
- The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction outlining the context of the extract prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene must be provided for the Examiner.

Performance time: minimum 3 minutes, maximum 5 minutes.

Scene 3 (Own Choice): Interpretation and Technique

Solo/Duologue

Learners will perform from memory one solo/duologue scene of their own choice which has been selected from a play or feature film originally published on or after 1st January 1980.

- Scenes from television shows and serials are not permitted.
- Scenes adapted from novels are not permitted.
- The scene must not be set anywhere in the LAMDA Acting Anthology – Volume 5.

The Examiner will ask the Learner(s) to announce the title, author, character and to present a brief introduction outlining the context of the extract prior to the performance. The introduction should be no more than 30 seconds. A clean, legible, unannotated copy of the scene must be provided for the Examiner.

Performance time: minimum 3 minutes, maximum 5 minutes.

Knowledge

The Learner(s) will answer questions on the following relating to the content and context of the three chosen scenes:

- The processes involved in developing the characters for performance, including how they ensured the key themes and characteristics were effectively portrayed (one character from the three performed will be selected by the Examiner at the time of the examination)
- The character's role within the context of the play as a whole (one character from the three performed will be selected by the Examiner at the time of the examination)

The Learner(s) will answer questions on the following:

- The key principles and influences on acting for one of the following practitioners (chosen by the Learner*): Constantin Stanislavski, Bertolt Brecht, Jerzy Grotowski, Katie Mitchell, Kneehigh, Antonin Artaud, Joan Littlewood, Meisner, Graeae Theatre Company, Uta Hagen, Talawa and Tamasha
- How the selected practitioner's key principles and influences have affected the Learner as an actor.

DEFINITIONS REGARDING 'PUBLISHED'

Published

For the purposes for these qualifications, LAMDA defines published as a text which is verifiably available to the public in a printed book, in an e-book or online and has been published by a third party. Self-published works are not allowed. Learners must be able to state the author, original publication date and publisher.

Originally published

Refers to when the first edition (as opposed to any later editions or versions) was published. Where an original publication was in a period before publishers would be recognisable (e.g. Ancient Greek and Roman Periods), the date of original publication can be taken from the widely recognised date of release as it is stated in a later publication. In the case of feature films, 'original publication' refers to the first UK public film release date.